Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal Information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Waco ISD	74-6002532	501 Franklin Ave	
Mailing address line 2	City	State	ZIP Code
P O Box 27	Waco	TX	76703-0027
County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #

County-District #: 161914 Campus number and name: 110 - J H Hines Elementary
ESC Region #: 12
US Congressional District #: 17
DUNS #: 075123661

Primary Contact

First name	M.I.	Last name	Title
Dr. Robin		McDurham	Ex.Dir of Secondary Education
Telephone #	Email address		FAX #
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457

Secondary Contact
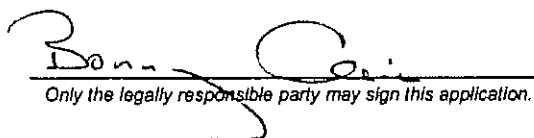
First name	M.I.	Last name	Title
Dale	A	Barron	Resource Dev. Facilitator
Telephone #	Email address		FAX #
254-750-3408	dale.barron@wacoisd.org		254-750-3457

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Bonny		Cain	Superintendent
Telephone #	Email address		FAX #
254-755-9421	bonny.cain@wacoisd.org		254-755-9690

Signature (blue ink preferred)

Date signed: 16 MAY 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	 (A) Replace the principal who led the school prior to commencement of the transformation model;
	 (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that–
	  1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	  2. Are designed and developed with teacher and principal involvement;
	 (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	 (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	 (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	  (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	  (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	  (A) Establish schedules and strategies that provide increased learning time; and
	  (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	  (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	  (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

J. H. Hines Elementary School (J. H. Hines) firmly believes that providing students in Title I Priority Schools with adequate resources to substantially raise their achievement levels best addresses their educational needs; however, they have yet to secure the funding that would allow them to fully engage the critical success factors necessary to meet the annual measurable objectives and thus exit priority status. This disparity between the great level of need and the lack of adequate resources is addressed through TTIPS' central purpose of providing underequipped schools with the funding to systematically change and improve student learning and performance. *Funding of J. H. Hines' proposal will catalyze our ability to create a climate in which our economically disadvantaged students are able to access and take advantage of the resources that will enable them to achieve. We need assistance in gathering and equipping this critical mass of educators and resources, and this TTIPS program provides a realistic opportunity to position our campus for sustainable success.* The goals of the TTIPS are uniquely aligned with our strategic aims of surrounding students with all of the factors critical to succeed in school and in life.

J. H. Hines' budget for this proposal was developed collaboratively with an inclusive team approach. Beginning with a systematic assessment process for identifying and prioritizing needs, the team gathered data and input from multiple stakeholders, identifying the specific needs of the school. This analysis covered all areas, including school leadership, parent involvement, school climate, infrastructure, and instructional programs. Once they had identified the programs and resources J. H. Hines and Waco ISD is currently able to provide, the team then crafted a set of innovative ideas and interventions that would greatly improve the efforts/outcomes in the area of student achievement. The innovative ideas that were prioritized were clearly ones that, but for the potential funds provided by the grant, could not be implemented with the resources currently available within the school's local plan.

As the team sought to fully understand the intent of the TTIPS program, it became clear that the demographics of the district are consistent with the targeted Title I-funded schools identified as Priority Schools; in fact, over 96% of the students are classified as economically disadvantaged, and the poverty level in the metropolitan area is consistently and significantly higher than that of state levels. These demographics were discussed in the needs assessment process, a systematic effort in which team members met together on a weekly basis over a period of two months to share information about needs, consult the available data, come to a consensus around priorities, and creatively craft a plan of action that systematically connected targeted interventions to each of the greatest needs.

Upon the event that J. H. Hines receives TTIPS funding, the same team would remain intact, serving as an interdepartmental group charged with ensuring that the program receives consistent, high-quality management. The District Coordinator of School Improvement (DCSI) is an integral player in the TAIS process and serves on this TTIPS team as well. The DCSI reports directly to the Superintendent, and will ensure that campus needs are addressed immediately, guide the process of updating and changing the assessment process, and make final determinations with regard to the efficacy of the program. Although the group is collaborative by practice, the Principal and the TTIPS Project Coordinator (PC) will have primary on-campus oversight, with the Grants Management Department available for additional support and guidance.

The program is designed to be evaluated through a systematic and scheduled process incorporating monthly meetings, continuous data analysis, scheduled performance measures, and ongoing supervisory accountability. Ultimately, all progress would be oriented toward increasing the achievement level of students, with special and intense levels of focus on the content areas of math and reading. Although the intended goal of improving student performance and learning (as evidenced through testing scores, grades, behavior, and attendance) is central, the longer-term goal of this program is to meet and surpass the Annual Measurable Objectives (AMOs) and exit priority status.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

J. H. Hines' application contains complete and accurate coverage of all statutory and program-specific requirements. Through the methodical process of eliciting data, information, calendars, and feedback from multiple experienced stakeholders, all of the statutory and TEA requirements were verifiably addressed to the satisfaction of all team members. Multiple proofreaders, reviewers, and checkers were engaged to make certain of the completeness and accuracy of all requirements in the application.

J. H. Hines and Waco ISD remain committed to the process and programs described in this proposal. J. H. Hines is certainly hopeful, however, that the TTIPS funding will materialize, as the process will not occur as smoothly or quickly with the current level of available local funds. The process that the team collectively embarked upon in order to generate this proposal was clarifying, unifying, and provided a common vision for the distillation of goals, objectives, and services that make sense in moving forward. J. H. Hines will strive to secure funding for these programs and efforts if not funded by TTIPS, and are grateful for the circumstances that allowed the school to develop this vision to support a systematic plan to improve our district.

Through the use of our Grants Management Department and historical connections with multiple funders, J. H. Hines will secure funding through one or more sources when any particular funding stream is expended. J. H. Hines Elementary and Waco ISD will steadfastly ensure that *successful and effective programs will remain in place and are adequately funded* to provide quality educational services to the children and families in the community.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161914	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$1,978,548	$180,471	$2,159,019	$
Schedule #8	Professional and Contracted Services (6200)	6200	$752,550	$	$752,550	$
Schedule #9	Supplies and Materials (6300)	6300	$517,400	$	$517,400	$
Schedule #10	Other Operating Costs (6400)	6400	$134,960	$	$134,960	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$52,875	$	$52,875	$
	Total direct costs:		$3,436,333	$180,471	$3,616,804	$
	indirect costs (see note):		N/A			$
Grand total of budgeted costs (add all entries in each column):			$3,436,333	$180,471	$3,616,804	$

Administrative Cost Calculation

Enter the total grant amount requested:	$3,616,804
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$180,840

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$1,330,895	$1,137,577	$1,148,332	$3,616,804

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 161914		Amendment # (for amendments only):			
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional					
1	Teacher – Social/Behavioral classroom	1		$168,322	$
2	Educational aide – Social/Behavioral classroom	1		$61,208	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator - for TTIPS Grant	1		$168,322	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker – Family/Community Coordinator	1		$137,718	$
14	Community Liaison/Parent Coordinator			$	$
Other Employee Positions					
21	Response to Intervention Coordinator	1		$183,624	$
22	Paraprofessional Support – Guided Reading/Balanced Literacy	5		$306,040	$
23	Teacher – Intervention (1) Enrichment Specialist (1)	2		$153,020	$
24	Teacher – Instructional Response Specialist	1		$275,436	$
25		Subtotal employee costs:		$1,453,690	$
Substitute, Extra-Duty Pay, Benefits Costs					
26	6112	Substitute pay		$67,230	$
27	6119	Professional staff extra-duty pay		$340,892	$
28	6121	Support staff extra-duty pay		$83,250	$
29	6140	Employee benefits		$213,957	$
30	61XX	Tuition remission (IHEs only)		$	$
31		Subtotal substitute, extra-duty, benefits costs		$705,329	$
32	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$2,159,019**	$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 161914	Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	#
1		☐	$	1
2		☐	$	2
3		☐	$	3
4		☐	$	4
5		☐	$	5
6		☐	$	6
7		☐	$	7
8		☐	$	8
9		☐	$	9
10		☐	$	10
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Curriculum training/support for teachers and Instructional Specialists	☐ Yes, this is a subgrant	
Describe topic/purpose/service: Provide ongoing/monthly support and Professional Development specifically in the areas of Reading/Math, for teachers and Instructional Specialists with the goal of improving teacher quality and increasing student achievement; Assist teachers in how to craft lesson plans that align with both TEKS and student needs.		

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	$198,000	
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$18,000	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$216,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Technology training on the electronic tablets	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Specialized training to assist teachers with understanding the usage/capabilities of the electronic tablets, upload software, and provide support for hardware maintenance issues.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
2	Contractor's payroll costs:	# of positions: 1	$60,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$60,000	$

	Specify topic/purpose/service: Consultant support to assist teachers/administrators with analyzing testing data	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Provide guidance for curriculum alignment with state assessment; Assist teachers/administrators with how to interpret data and adjust instructional strategies based upon data results.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
3	Contractor's payroll costs:	# of positions: 1	$52,500	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$7,500	$
	Contractor's other operating costs		$6,750	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$66,750	$

	Specify topic/purpose/service: Upgrade IT hardware	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Upgrade campus access points to recommended level of increased bandwidth usage with electronic tablets.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
4	Contractor's payroll costs:	# of positions: 1	$6,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$10,000	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$18,800	$
		Total budget:	$34,800	$

	Specify topic/purpose/service: TEA Technical Assistance provider	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Provide ongoing technical assistance to TTIPS grantees on behalf of TEA			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
5	Contractor's payroll costs:	# of positions: 1	$90,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$90,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: After school programming		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service: Provide structured time after school for students to receive tutorial assistance and engage in enrichment activities			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1-FT; 2-PT	$135,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$30,000	$
	Contractor's supplies and materials		$7,500	$
	Contractor's other operating costs		$75,000	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$247,500	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Grant Amount Budgeted	Pre-Award
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$715,050	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$715,050	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$37,500	$
	(Sum of lines a, b, c, and d) 3-Year Grand total	$752,550	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Laptops	TTIPS new grant staff – no surplus is available	5	$500	$2,500	$
	2	Printers	TTIPS new grant staff – no surplus is available	5	$300	$1,500	
	3	Electronic tablet cases	Protect and lengthen life of hardware	36	$50	$1,800	
	4	Scanner	High capacity scanner for processing student testing materials	1	$2,100	$2,100	
	5	Scanners	Smaller scans to distribute per pod on campus for teaching pod groups to upload student data more efficiently	5	$580	$2,900	
	6	Poster Maker	Enhance learning and improve school climate	1	$4,100	$4,100 $14,900	
6399		Technology software—Not capitalized				$	$
6399		Supplies and materials associated with advisory council or committee				$	$
		Subtotal supplies and materials requiring specific approval:				$14,900	$
		Remaining 6300—Supplies and materials that do not require specific approval:				$502,500	$
		3-Year Grand total:				$517,400	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 161914	Amendment number (for amendments only):		
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$45,000	$
	Specify purpose: Year 1: Learning Forward Nat'l Conference - Nashville, TN; 5 staff x $3,000; Years 2 -3: Learning Forward Summer Institute; location TBD; 5 staff x $3,000 x 2 years		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) 4 community pastors x $10hr x 5hrs/week x 35wks/yr x 3yrs	$21,000	$
	Specify purpose: Community pastor conduct home visits and parent training		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$9,960	$
	Specify purpose: 2 parent volunteers attend the state Parent Involvement Conference (usually 3 days/2nights) $1,660pp x 2 parents x 3 years		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$75,960	$
Remaining 6400—Other operating costs that do not require specific approval:		$59,000	$
3-Year Grand total:		**$134,960**	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2	Electronic tablets for teachers to access training materials, track student data, and research instructional strategies	36	$500	$18,000	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	Electronic tablet applications for teaching/instructional learning	324 (3per teacher - per year)	$50	$16,200	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19	TTIPS grant staff – desks and chairs (no surplus furniture available)	5	$1,175	$5,875	$
20	Tables/chairs for Data Room to allow for data review and discussion	7 sets	$800	$5,600	$
21	New grant staff – portable room dividers for shared office space	4	$1,800	$7,200	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	**$52,875**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			526	
Category	Number	Percentage	Category	Percentage
African American	384	73.00%	Attendance rate	94.29%
Hispanic	128	24.33%	Annual dropout rate (Gr 9-12)	DNA
White	14	2.67%	Annual graduation rate (Gr 9-12	DNA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	35%
Economically disadvantaged	510	96.96%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	49%
Limited English proficient (LEP)	33	6.27%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	22	2%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Other important factors and considerations listed below:

➢ Discipline Incident Reports: As of the date of grant submission, J. H. Hines had a total of **1,151** discipline incidents; of those, 460 of those were Out of School Suspension.

➢ Special Ed Population: The number of students participating in J. H. Hines' Special Education program is 55; 10.6% of the entire student body. This percentage of student participation is higher than the state average (9%) and presents unique challenge to the administration and teachers. *Source: National Center for Education Statistics; Enrollment in Public Schools, 2012-2013*

With the exceptionally high number of economically disadvantaged students, the dismal STAAR testing results, the high percentage of Special Education students and the high number of disciplinary reports, J. H. Hines Elementary is primed and ready for the Transformation intervention model to serve as a catalyst for change on the campus.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	16	52%	No degree	0	0%
Hispanic	1	3%	Bachelor's degree	24	77%
White	13	42%	Master's degree	7	23%
Asian	1	3%	Doctorate	0	0%
1-5 years exp.	9	29%	Avg. salary, 1-5 years exp.	$43,000	N/A
6-10 years exp.	5	16%	Avg. salary, 6-10 years exp.	$45,600	N/A
11-20 years exp.	11	36%	Avg. salary, 11-20 years exp.	$49,500	N/A
Over 20 years exp.	6	19%	Avg. salary, over 20 years exp.	$54,700	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 161914							Amendment # (for amendments only):							

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	65	82	83	83	79	59	75								526
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	65	82	83	83	79	59	75								526

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	5	5	5	5	4	5								31
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	5	5	5	5	4	5								31

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

J. H. Hines Elementary (JHH) and Waco ISD value instruction that engages all learners in a continuous improvement process. We apply this value not only to student learners, but also to the district's employees as a whole. In applying this value broadly, there is an inherent imperative for educators and administrators to systematically and continuously engage in processes that continuously assess needs – with needs being defined as the gaps between "what is" and "what should be."

Thoroughly assessing these gaps requires participation and input from all levels of district faculty and staff, students, parents and families, and community business partners, and optimally applies a systematic set of procedures to determine the extent of the needs, to examine their nature and causes, and to set priorities for future action. Our assessment process is thus composed of three corresponding clusters of activities.

1). The first group of activities is comprised of agreeing upon the purpose of the process, discussing the vision and scope of the process, and identifying the target group. 2). Once this is accomplished, the second group of activities includes identifying available sources of information/data, selecting tools and methods of collecting that information, collecting the data, and analyzing it to determine the strengths, weaknesses, and critical areas of need. 3). In the final group of activities, we prioritize the needs, set measurable objectives, identify realistic available resources, and chart a plan of action for services that address and narrow the gaps.

The process of prioritizing the needs identified in the assessment begins with the consistent belief that success is dependent on support from all levels of faculty and staff that hold a stake in the outcome. This is ensured by striving to maintain a supportive and collaborative culture, and operationalized by making certain that each area/department/group literally has a "place at the table" for the discussion.

Specific to the process of exploring this TTIPS opportunity, needs were prioritized by creating a TTIPS Team of key personnel who then gathered repeatedly to sculpt a proposal-worthy plan. By inviting and engaging representatives from relevant sectors on both the campus and the district level, the team was able to more fully consider the spectrum of ideas, concerns, and contributions. These meetings started a series of informal (yet equally valuable) discussions between individuals and small groups of team members – thus resulting in an integrated approach to designing a comprehensive plan.

The following people constituted the core of participants providing input include the following staff: Executive Director of Elementary Education; Executive Director of Curriculum; Executive Director of Human Resources; J. H. Hines Principal, J. H. Hines Instructional Specialist, Coordinator of Grants Management; Resource Development Facilitator; an external consultant with previous TTIPS (and SIG, the predecessor of TTIPS) experience and success; and District representatives from the departments of English Language Learners, Advanced Academics, and Technology. Several visioning/ planning meetings were held in conjunction with campus faculty and staff, effectively expanding the core TTIPS Team to include the expertise, experience, and substantive knowledge of committed campus personnel. The final comprehensive needs assessment was a product of the effort of this diverse and inclusive group.

As a reference for these discussions, we accessed historical and current data for an accurate picture of the "gap" between where we are and where we want to be. Sources of data included: STAAR results; demographic information (to highlight trends in subpopulation changes and achievement trends); attendance; discipline referrals; academic achievement; feedback from teachers; and family/community involvement. Upon review, this data provided a complete picture of achievement levels and, more importantly, how they might be improved. The identified needs were further prioritized by taking into account the urgency, size, specificity, and scope of the needs relative to each other and to the timeframe in which we propose to address them.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the Needs Assessment process, the difference between current achievement and desired/required accomplishment was specifically defined through the use of student-level data, as represented in the following table:

STAAR Scores (J. H. Hines)	All Students		Economically Disadvantaged		African-American		Hispanic		White		Limited English Proficiency		Special Education	
	Read %	Math %	Read %	Math %	Read %	Math %	Read %	Math %	Read %	Math %	Read %	Math %	Read %	Math %
3rd Grade 2012-2013	50	27	50	28	49	24	*	*	*	*	*	*	*	89
TARGET	65	72	65	72	65	72	65	72	65	72	65	72	65	72
4th Grade 2012-2013	40	36	40	38	36	31	*	*	*	*	*	*	*	*
TARGET	66	73	66	73	66	73	66	73	66	73	66	73	66	73
5th Grade 2012-2013	52	29	51	30	49	20	*	*	*	*	*	*	44	0
TARGET	67	66	67	66	67	66	67	66	67	66	67	66	67	66

* = subpopulation is too small to calculate/register official score

Gathered around a conference table with one team member as a scribe, the team began by listing the statutory and TEA program requirements from the TTIPS guidelines. On one side, group members populated the list with specific programs/efforts J. H. Hines and WISD is currently able to provide in addressing student achievement; the other side was populated with practices with innovative ideas that would improve our efforts/outcomes. The prioritized innovative ideas were ones that, but for the potential funds provided by the grant, could not be implemented with current local resources.

Upon populating the board with ideas targeting each requirement, programs and practices were viewed within the larger contexts of feasibility, potential impact, necessity, and real/perceived value to the recipients. After a series of discussions that included data and budgetary considerations, the team came to consensus on a comprehensive plan and budget designed to most effectively address the assessed needs. This plan was aligned with the Campus Improvement Plan and then reviewed by a representative group of District employees. The final draft was shared with administrators to solicit feedback and refinement, and was then formalized into the final proposal contained in this application.

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Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address

1.	Improve Student Achievement & School Climate	• Reduce discipline referrals through the use of:
		   • Time to allow for discipline training
		   • Student incentives to enrich school climate
		   • Staff professional development, modeling and coaching on a monthly basis in the consistent implementation of a comprehensive Student Disciplinary Management system
		• Allow for flexible scheduling of classes and programs to target student needs
		• Ongoing curriculum alignment and instructional monitoring through improved accountability and the integration of technology
		• Hire a Social/Behavior teacher and paraprofessional to:
		   • Work with students in grades K,1, and 2
		   • Work in a small, fluid classroom setting
		   • Teach at-risk students social skills to acclimate to the school environment

2.	Improve Teacher Quality	• Job-embedded Professional Development - Instructional rounds, *Eduphoria!* PDAS observation & feedback, access to online professional development sources and Master Teacher support • Hire content specialists for reading and math to diagnose TEKS implementation, assist teachers in learning how to analyze data and provide coaching in the classroom • Focus on data-driven decisions & instruction – benchmarks, standardized test scores, disaggregation, *Eduphoria!* PDAS (including training)

3.	Increase Learning Time	• Hire an Intervention/Enrichment Specialist to coordinate block time to address specific needs for targeted student tutorials and enrichment
		• Increase teacher planning to facilitate collaboration among grade and content areas
		• Hire a Social/Behavior teacher and paraprofessional to:
		   • Support student activities while teachers have extended PLC time
		   • Ensure students are engaged in appropriate intervention and/or enrichment activities

4.	Improve Involvement of Parents & Community	• Hire a Family/Community Coordinator to
		   • Plan and promote meeting and activities aimed at increasing involvement of parents and the community at large
		   • Address discipline concerns
		• Provide stipends for community pastors who have established relationships with students/parents to:
		   • Assist Family/Community Coordinator with parenting classes
		   • Work to engage families in student learning

5.	Increase Leadership Effectiveness	• Promote leadership effectiveness through operational flexibility with school scheduling • Develop a leadership plan to provide a systematic approach to prioritizing needs • Provide additional time for campus leadership team to coach teachers and evaluate professional growth • Provide 10 extended days for assistant principals, instructional specialist, and counselors to teambuild, develop campus strategies, perform data analysis, and plan week-long teacher pre-service professional development

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Schedule #14—Management Plan	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	▪ Executive Director/Cabinet-level administrator who reports directly to the Superintendent ▪ Doctorate, experience with school reform, campus & Central Office leadership experience ▪ Principal Certification required
2.	Principal	▪ Master's degree in Educational Administration ▪ Texas principal or other appropriate Texas certification ▪ Certified Professional Development and Appraisal System (PDAS) appraiser ▪ Experience as a leader in transitioning a school from low performing to targeted standards
3.	External Consultant for Discipline Management	▪ Certified trainer in district approved discipline management system ▪ Experience working directly with teachers and school staff around classroom management issues ▪ Flexible schedule to work around campus needs
4.	TTIPS Project Coordinator	▪ Master's degree in education or business-related field preferred ▪ Five years of experience in public school administration desired ▪ Experience writing, developing, implementing and monitoring grant projects ▪ Extensive knowledge of methods & procedures used in grant coordination/implementation ▪ Ability to work closely with staff teams to analyze complex data and develop solutions ▪ Oversee adherence to district policies and grant requirements/reports
5.	Response To Intervention (RTI) Coordinator	▪ Bachelor's degree in early childhood, elementary education or closely related ▪ Teacher certified with previous experience in helping children develop literacy skills ▪ Deep understanding of research based reading and development in young children
6.	Social/Behavior Teacher	▪ Bachelor's degree in early childhood, elementary education or closely related ▪ Teacher certified with previous experience working with children with low income, economically disadvantaged backgrounds ▪ Deep understanding of research-based reading development in young children
7.	Intervention – Enrichment Specialist	▪ Bachelor's degree in education ▪ Teacher certified with previous experience working with children with low income, economically disadvantaged backgrounds ▪ Experience implementing intervention plans targeted to address specific student needs
8.	Parent/Community Coordinator	▪ Bachelor's degree in Social Work or related field desired ▪ Previous experience working with family systems and community organizations ▪ Understanding of family dynamics associated with low-income, economically disadvantaged students
9.	Instructional Specialist	▪ Bachelor's degree in education ▪ Teacher certified; preferably with a specialization in the areas of either reading or math ▪ Ability to maintain flexibility and willingness to intervene in situations as the need arises
10.	External Consultant for Technology	▪ Certified in product use, training, and maintenance ▪ Experience in working with groups to implement new technology with multiple users ▪ Ability to assess technology needs and communicate those needs through a clear plan

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recruitment

External providers are often key components of successful projects. They are commonly used due to a need for specific expertise, for additional accountability, because internal support is not available or cost-effective, or by requirement. After identifying and defining the services within the scope of the project that will be provided through the use of an external provider, the recruitment process begins by researching recent relevant projects that successfully implemented Transformation models. Soliciting feedback from both previous contracting agencies and prior clients of the contractors, WISD analyzes historical success records and effectiveness of external providers with previous Transformation projects.

This provides us with a prioritized list of potential contractors, which we add to the list of contractors with a successful history within our District whose services are applicable to this project. Utilizing multiple media, WISD's Purchasing Department issues a Request For Proposal (RFP) for the contract within a timeframe that will allow for the selection and approval of a contractor prior to the time the services are required.

Selection

All external providers must be vetted through the Waco ISD Vendor Approval Process. If the total amount of the contract exceeds $25,000, the bid must be submitted through a Request For Proposal (RFP) process. This process includes:
1. The contractor utilizing and completing a standardized application (cleared through WISD's legal counsel) that adheres to all applicable local, state, and federal requirements and expectations, and that follows local LEA procurement policy approved by the School Board.
2. Expectations that contractors satisfy all requirements contained in the application in a timely manner and according to the customary timeline containing guidelines for contact and questions.
3. Fair consideration of all proposals that satisfy the RFP requirements, including background checks and referrals.
4. Committee-based consideration, comparison, scoring, and selection of the vendor. This includes screening of scientifically based merit, feasibility, cost effectiveness, and adherence to practices that meet TEA standards.
5. Approved vendor must complete the purchasing requisition process per District policy to complete the approval.

The selection process highlighted in Step #4 above specifically considers and prioritizes the ability of contractors to: utilize research-based practices; make online resources available to teachers and parents; provide a developed support model; demonstrate curriculum alignment (instruction with assessment); and address higher-level thinking skills embedded within the State curriculum.

Oversight

Oversight of external contractors is critical to ensuring contractors' quality, relevance, and performance. WISD provides oversight in three important areas through the following processes:
1. **Direction** – Regular meetings and communication with the TTIPS Project Coordinator (PC), Principal, and DCSI provide accountability in the form of assurance, redirection, adjustment, and evaluation of service delivery and progress. This includes all aspects of grant activities, including a comparison of actual accomplishments to the goals established for the period, documentation, and project expenditures.
2. **Data** – Success of contractors is heavily dependent on outcome-based data demonstrating deliverable results. This data will ultimately be compiled and evaluated through the use of prescribed quarterly reports, but will also include shorter-term reports and evaluation of progress as evidenced through analysis of student-level data.

Documentation – The contractor will thoroughly document their time, efforts, and results in written/electronic form; an example of this is a log for each teacher contact submitted to the Project Coordinator. Such documentation is readily reviewable, providing a basis/format for discussion and direction. This project will also incorporate a "360 system" evaluation process using quick questions from everyone who has contact with a contractor. Additionally, a portion of the contractor evaluation is based upon performance-specific feedback from teachers/staff around questions such as: "Was that helpful?" and, "Did you get what you needed?"

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The attainment of goals and objectives are monitored through the following established processes and procedures:

- **Target Improvement Plan** - Approved by Board of Trustees and available as public information
- **District-Based Assessments** - Two per year
- **Principal Meeting** – Required monthly meeting in which Principals are held accountable through the use of data reports, questioning, and assessment of progress in defined areas. Systematic problems such as incomplete documentation are communicated to administrative staff through these meetings; specific concerns of a confidential nature are addressed between Executive Directors and Principals in a more private setting. Principals are responsible for ensuring any pertinent changes are communicated to teachers, students, parents, and members of the community accordingly. Letters of explanation/permission forms, open forums for discussion/questions, and taping a segment on the District news channel are all methods of dissemination.
- **Three-week Checkpoints** – District-level formative assessment applied per content area; the results are scanned into the *Eduphoria!* PDAS System for review and analysis. These are separated by content area, so that specific attention can be paid to targeted areas such as math & reading.
- **Consultants** – Consultants provide ongoing professional development in two main areas: 1) Student achievement: Provide training for leaders/teachers in order to meet the needs of the state assessment system; Provide guidance to help teachers interpret the data and alignment instructional strategies to meet student needs. 2) Student behavior: Provide training for teachers in the "Train the Trainer" program of the district student management system; Equip teachers to return to campus and teach struggling and/or new teachers research-based techniques. In both areas, ongoing discussions are continued at the campus level in order to increase transparency, solicit feedback, share solutions, and make adjustments in goals and objectives.
- *Eduphoria!* **Professional Development & Appraisal System (PDAS)** – Electronic system used for recording, documenting and monitoring a variety of district goals and objectives. This accountability system serves the district in monitoring teacher performance and quality. Through *Eduphoria!* PDAS, the district inputs a variety of goals and objectives such as: formal walk-through and informal observations, pre- and post-observation meetings, teacher self-reports, and mentor assignments. The mobile nature of PDAS allows for the immediate monitoring of goals and objectives. District administrators run regular reports to monitor goals. Printed copies are distributed to Executive Directors and campus administrators and teacher leaders to self-assess and self-correct; this fosters the development of leadership capacity at the campus level.
- **Professional Learning Community Meetings** – These campus-based PLCs involve the Principal, administrative staff, and instructional staff. They are critical settings for sharing information and making adjustments from the campus level of leadership.
- **Frequency of Monitoring** - A key aspect of influencing overall improvement is continuous monitoring of each program goal in order to raise student achievement; this is accomplished through empowering the school to make the progress necessary to exit Priority School status. Continuous monitoring will occur through a weekly "spot check" for obvious signs of difficulties, and a more in-depth monthly review on a monthly basis. Thorough examination checks will occur primarily through systematic data collection and classroom observations. The PSP, PC, and Principal will regularly discuss the grant's implementation, refinement, and sustainability. The PC will monitor the Critical Success Factors being implemented on a weekly basis, prepare TTIPS quarterly reports, and provide continuous feedback on the implementation of Transformation strategies.
- **TTIPS Staff** – With the goal of developing, supporting, and honoring staff who strive to make improvements that facilitate student achievement and ensure the transformation of the campus, staff will meet daily and weekly, then provide monthly reports to review data, partner effectiveness and timelines. These efforts will be summarized in the End of Year report.
- **Milestones** – Regular review of points at which the program plans to have achieved certain measurable goals; adjustments and changes are incorporated into Transformation strategies and objectives.
- **Transparent Campus Practices** – TTIPS goals will be posted openly in high-visibility areas through vehicles such as data walls & bulletin boards; grade-based or cluster challenges will be incorporated; progress will be discussed regularly.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing and existing efforts that are similar to the planned project

- Currently, the district implements an extensive recruitment process to secure new employees and specifically to increase teacher quality. Spring job fairs, college visits, and various media advertisements represent the core of district recruitment.
- District retention efforts begin almost as soon as an employee is hired. Employees begin their tenure with the district by attending an extensive induction through the HR New Hire Orientation.
- Week-long campus-based orientation is designed to build connection, increase loyalty to the vision of the campus vision, and ultimately improve the school climate..
- The Mentor Teacher program immediately addresses the goal of increasing leadership effectiveness by matching new teachers with a mentor who provides support and feedback throughout the school year.
- Instructional Coaches (currently on the elementary level only) are an important part of teachers' job-embedded professional development. They provide a safe and nurturing process and environment for new and struggling teachers to explore options for improvement in areas such as teacher-to-student interaction, classroom management, and student engagement.
- Utilizing the *Eduphoria!* PDAS observation model, professional development efforts offer an ongoing system that allows teachers to immediately view and respond to observation comments.
- Teachers are able to attend the summer AVID Institute to provide support and growth in the areas of instructional assessment/design/implementation. We send 10 staff annually to this week-long, intensive training.
- Emphasis is given to operational flexibility that allows teachers and staff to attend professional development training in a job-embedded fashion.
- Critical Success Factors are systematically and repeatedly highlighted across programs and PD offerings.
- Master Reading Teacher certification training is available and encouraged.
- Attendance at off-site trainings (e.g., International Reading Institute Conference) is offered and supported.
- Alignment between Elementary School and Middle School curricula is intentionally implemented to support smooth transition for students
- Active, ongoing monitoring of changes in enrollment is performed to address the identified needs of student subpopulations.

How we will coordinate efforts to maximize effectiveness of grant funds

- Interdepartmental meetings occur on a regular basis to ensure all lines of communication remain open.
- Waco ISD fosters and maintains a culture that prizes and prioritizes communication between all staff – especially in the form of face-to-face interaction between Campus and Administrative staff - and intentionally rewards processes that increase creativity, innovation, and operational flexibility.
- Executive Directors visit campuses daily in order to involve campus-level staff in leadership and decision-making and to provide a supportive presence.
- Principals, Executive Directors and the Superintendent gather monthly to share critical information, brainstorm new ideas, and problem-solve areas of concern. Potential and realized solutions are then promptly communicated to teachers, students, parents, and members of the community.
- TTIPS' Project Coordinator position has been conceptualized and created to serve as a central hub for communication, planning, oversight , monitoring, and reporting.
- Planning and assessment is segmented into 90-day segments for partialization and to maximize focus. Upon completion of a 90-day cycle, staff will meet immediately to make data-driven adjustments before finalizing the goals and measures for next 90 day cycle.
- A strong emphasis will be placed on clear communication with all stakeholders that is frequent, collaborative, transparent, and ongoing.
- Planning and assessment is segmented into 90-day segments for partialization and to maximize focus. Upon completion of a 90-day cycle, staff will meet immediately to make data-driven adjustments before finalizing the goals and measures for next 90 day cycle.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- A strong emphasis will be placed on communication with all stakeholders that is ongoing and collaborative,.
- Weekly staff meetings will be utilized to ensure all aspects of grant information is in place.

How we will ensure that all project <u>participants remain committed</u> to the project's success
- The TTIPS Team that developed this proposed project was well-represented from all areas of the district and campus. This team was able to come to consensus regarding the district's objectives and priorities, as well as hammer out campus-focused project details. With such a broad-based collaboration and investment and with distributed leadership throughout the planning, the project participants are thus more likely to remain engaged and committed to the project's success.
- The transparent campus practices (detailed in Schedule 14, Part 3) will continue to inform participants and maintain the primacy of the purpose and goals of the Transformation in all activities, discussions, and decisions.
- Each staff member will be informed with regard to the structure of the project and the operational connections between participants – this be instructional and motivational in their understanding of how "the piece of the project that they hold" fits within the overall picture. Relatedly, each person will know the goals of the grant, will know the current 90-day plan, and will develop a proficiency in communicating this understanding to others.

How we will provide <u>continued funding and support to sustain</u> the reform after the grant period ends
- The District is firmly committed to this campus reform initiative beyond the term of this grant. The successful implementation of this grant will catalyze the increase and improvement in Critical Success Factors to trigger the academic performance goals, but it will simultaneously transform the leadership, climate, and trajectory of this struggling campus.
- We are confident that many of the initially costly personnel expenses provided for within the grant budget will not be required after the grant ends. A majority of positions are tasked with recreating a healthy school climate, building systems that support it, and essentially healing the school. We expect that the efficient systems and processes created through the development of effective, campus-based leadership will produce internal, distributed leadership that will reduce/eliminate the need for the following positions:
    - **Project Coordinator** – roles & responsibilities to be integrated into administrative and supportive functions/roles of campus staff
    - **Parent & Community Outreach Specialist** - parent/community base will grow to allow for a volunteer(s) to pick up a piece of the responsibilities; we envision the existence of multiple community partnerships existing by this juncture; the Waco ISD Education Foundation "Partners in Education" program will be available to help nurture these partnerships and identify potential additional connections.
    - **RTI Coordinator/Instructional Spec** – stabilization of the school climate will allow for a reduction of this need, although the cost/benefit returns of these campus positions are favorable for continuation
    - **Intervention/Enrichment Coord** – the campus leadership team will assess the campus need and consider arranging positions and funding from local/Title funds is warranted
    - **Technology Support** – District capacity will grow to provide 24-hour turnaround on Priority campuses; established teachers will have their own web/communication tools; data-driven decisions will lead to improved training and teaching, which will set multiple positive mechanisms into motion.
    - **Education Service Center Consultant** – school climate & culture will have stabilized through successful training/implementation of a program supported by research-based outcomes and practices.
- A long-term action plan is critical to transforming the campus; thus, we will coordinate local partnerships and state/federal funds to sustain campus reform after the funding period ends. The recently reconstituted Grants Management Department will make viable connections with multiple funders and secure new revenue streams.
- In a foreseeably healthier funding climate, in concert with a healthier campus supported by a transformed management structure, the District intends to avail additional internal supports to address campus needs.

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		Schedule #15—Project Evaluation	

County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Objective: Improve Student Achievement & School Climate Methods/Process: Extend school day Review student discipline data; Track student support services	1.	Reduction of discipline referrals
		2.	Increased student attendance rates
		3.	Increase in training for & support of staff in discipline management
2.	Objective: Increase Teacher Quality & Effectiveness Methods/Processes: Track job-imbedded PD; Monitor data-driven instruction; Access PDAS reports to gauge interaction and compliance; Create operational flexibility; Ongoing evaluation & feedback	1.	Increased teacher attendance rates
		2.	Rise in number of Professional Development hours
		3.	Expanded inclusion/incorporation of student data (testing, subpops)
		4.	Increased usage of PDAS observation & feedback
		5.	Increased number of hours of instructional support time from District
3.	Objective: Increase Learning Time Methods/Processes: Monitor collaborative planning; Track intervention/enrichment; Monitor students in social/behavior classroom	1.	Increased hours of collaborative planning meetings
		2.	Increased student time spent in intervention and enrichment
		3.	Increased constructive learning time after student returns from social/behavior classroom
4.	Objective: Increase Involvement of Parents & Community Methods/Processes: Follow usage of print materials; Track attendance at school events Monitor digital communication system usage; Pastor home visits	1.	Increased distribution of literature & print materials to parents
		2.	Increased connection to web resources by parents/families/community
		3.	Rise in family responsiveness and involvement through utilization of digital communication
		4.	Increased in number of home visits to parents through pastors
5.	Objective: Improve Leadership Effectiveness Methods/Processes: Monitor leadership plan by comparing data from leadership plan to actual instruction in the classroom, to testing results and to teacher retention	1.	Increased level of lesson plans that are on target with Master Calendar
		2.	Decreased gap between student performance and the targeted goals
		3.	Increased teacher retention rate over grant cycle

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD and J. H. Hines Elementary School (JHH) will implement the TAIS Continuous Improvement Process and Plan to address data collection and problem correction. This process will allow the district to readily identify any areas of concern, implement change to address the identified concerns and follow up to establish the need for additional modifications to project delivery.

> **Collecting Data**: JHH will access a variety of information through multiple systems. Outlined below are the systems that will be accessed and the information each system will provide:
>   - ✓ TEAMS – Discipline referrals, student attendance, course offerings, and STAAR testing results
>   - ✓ Human Resource – Employee records for attendance, retention, recruiting efforts, teacher pay/benefits
>   - ✓ Eduphoria! PDAS – Professional development hours, teacher evaluations, level of teacher utilization of available resources via this database
>   - ✓ Family/Community Liaison – documentation on parental/community involvement, (number, involvement, type of involvement, length of involvement, etc.)
>   - ✓ Surveys – School climate, parents, students, and teacher morale
>   - ✓ Technology usage – Documentation and evaluation of usage & connection to achievement

> **Identification of Project Delivery Problems**: Based upon the information above, the JHH leadership team will have the information necessary to obtain objective findings and identify patterns and/or trends. From this identification, the team will be able to establish specific problem statements. For each problem statement, the team will assess on the following three points:
>   - ✓ Root cause analysis
>   - ✓ Identify the need
>   - ✓ Prioritize the need
> Completion of this three-step process enables the team to move into the next phase of project evaluation.

> **Correction of Project Delivery Problem**: The leadership team will implement a corrective action plan based upon the prioritized needs and goals.
> Short-term and long-term goals will include:
>   - ✓ How the short term goals will be focused on helping to achieve the long term goals
>   - ✓ How all goals will be outcome based
>   - ✓ How all goals will measure the level of implementation and transformation
>
> Once goals are established, the team will identify the interventions required. Interventions will include:
>   - ✓ Specific actions required to implement the district's strategy
>   - ✓ A process to ensure the data collection systems above provide the necessary information in a timely manner

> **Modification of Practices and/or Policies**: J. H. Hines will have a culture that is focused on using data-driven information to make decisions. The leadership will be charged with regularly assessing data to ensure:
>   - ✓ The level of implementation
>   - ✓ The level of transformation
>   - ✓ Whether or not additional adjustment are needed to ensure the desired outcomes.

WISD believes that by remaining true to this evidence-based model of continuous improvement, project problems will be readily identified and corrected; this will enhance the effectiveness of the project goals and objectives.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914	Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A). Utilize data driven instruction to address specific areas of student need; Including: • Sub-populations • Response to Intervention • Students' areas of weakness • Teachers' area of weakness	Begins Yr 1: 08/14 and is ongoing	07/17
			B). Ensure curriculum alignment (both vertically and horizontally): • Evaluate fidelity to Scope & Sequence • Work closely with feeder school to ensure a seamless transition for students to Middle School	Yr 1: 10/14 Yr 2: 10/15 Yr 3: 10/16	04/15 04/16 04/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A). Provide ongoing job-embedded professional development to campus leadership, teachers and support staff on the District adopted data review systems, technology and timelines. • Bring in consultants monthly to focus specifically in the areas of reading and math • Offer additional training opportunities in the summer focusing on data review and assessments	Consultants: Yr 1: 09/14 Yr 2: 09/15 Yr 3: 09/16 Summer: Yr 1: 07/15 Yr 2: 07/16 Yr 3: 07/17	05/15 05/16 05/17 07/15 07/16 07/17
			B). Provide adequate space, equipment, and supplies for teachers to be able to utilize the Data Room	Yr 1: 09/14 Yr 2: 09/15 Yr 3: 09/16	04/15 04/16 04/17
			C). Provide an extended school day and build in time for instructional teams to review data and create strategies for differentiating instruction.	Yr 1: 09/14 Yr 2: 09/15 Yr 3: 09/16	04/15 04/16 04/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A). Provide training in data disaggregation; Include the following areas: • Student level • Class level • Grade level • Content area • Teacher strengths and weaknesses	Begins Yr 1: 09/14 and is ongoing	07/17
			B). Improve technology hardware for teachers enabling them to: • Access student data more efficiently • Access research based instructional resources more readily	Begins Yr 1: 10/14 and is ongoing	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A). Instill a campus-wide, data driven decision culture: • TEKS focus • Year-at-a-Glance calendar • Use data to determine specific interventions for targeted student needs	Begins Yr 1: 08/14 and is ongoing	07/17
			B). Ensure communication is consistent and ongoing: • Grade level team meetings • Content area team meetings	Yr 1: 09/14 Yr 2: 08/15 Yr 3: 08/16	05/15 05/16 05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	A). Hire new principal <u>Name:</u> Tra Hall <u>Date of Hire:</u> 07-01-2013	07/01/13	07/01/13
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A). Principal expectations are clearly communicated at the beginning of each contract year through a job description.	07/14	07/14
			B). Executive Director of Elementary Education and Principal review data monthly: • Three Week Checkpoints • District Benchmark testing	Begins Yr 1: 09/14 and is ongoing	07/17
			C). DCSI, PSP and Principal gather regularly to: • Assess and discuss progress towards defined goals • Identify new areas of need • Adjust goals and objectives as needed	Begins Yr 1: 09/14 and is ongoing	07/17
			D). Evaluation systems are connected to expectations and remain transparent through • Ensuring goals and objectives are clearly available to teachers, staff, parents and the community • Ensuring student growth and achievement information is readily available	Begins Yr 1: 10/14 and is ongoing	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A). Identify Master Teachers to serve in a role of increased responsibility • Provide financial incentive • Prove additional opportunities for professional development	Begins Yr 1: 09/14 and is ongoing	07/17
			B). Use data related to student achievement and academic improvement to track teacher growth, development and effectiveness in the classroom	Begins: Yr 1 10/14 and is ongoing	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A). Demonstrate operational flexibility through the following opportunities: • Extended teacher planning time during the day • Extended student intervention time	Yr 1: 08/14 Yr 2: 08/15 Yr 3: 08/16	06/15 06/16 06/17
			B). Emphasize resource utilization: • Recruit pastors to connect with parents • Upgrade technology to allow teachers more efficient access to student data	Recruit: Begins Yr 1: 10/14 and is ongoing Upgrade: Yr 1: 11/15	07/17 05/15
			C). Emphasize data utilization: • Ongoing job embedded PD on how to read and interpret student data • Implement teacher accountability for using data to adjust instructional interventions	PD: Begins Yr 1: 09/14 and is ongoing Accountability: Begins Yr 1: 10/14 and is ongoing	07/17 07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A). Develop a comprehensive schedule to ensure increased learning time for teachers. • Summer PD opportunities • Upgrade technology (electronic tablets) for teachers and expand access to PD • Extend the school day and designate specific planning time to collaborate across content areas and grade levels • Offer after school programs for extended learning through tutorials and enrichment	Begins Yr 1: 08/14 and is ongoing	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A). Extend the regular school schedule and include longer instructional time for students during the school day • Provide time for teachers to address specific student interventions	Begins Yr 1: 08/14 ongoing	05/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A). Extend the regular school schedule and include a designed time during the school day for student enrichment activities: • Provide a specific time for additional enrichment activities such as art and music • Contract with various local organizations to come into the school and provide enrichment (Art Center; Cameron Park Zoo)	Begins Yr 1: 08/14 ongoing	05/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A). Extend the regular school schedule and include a specific time for teachers to plan and collaborate regarding student needs.	Begins Yr 1: 08/14 ongoing	05/17
			B). Increase professional development (PD) opportunities for teachers and staff • Summer PD • Monthly training with consultants	Begins Yr 1: 09/14 ongoing	05/17

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent & Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A). Hire a Family/Community Liaison	Yr 1: 08/14	09/14
			B). Increase the amount of parent outreach • Offer parent trainings • Schedule parent conferences • Conduct homes visits	Begins Yr 1: 09/14 and is ongoing	05/17
			C). Connect with local pastors to provide outreach to parents • Provide stipend to pastors • Coordinate training and home visits between Family/Community Liaison and pastors	Begins Yr 1: 10/14 and is ongoing	07/17
			D). Explore and utilize effective means of communication such as: • Texting • Web site • Email • Postal mail • District TV channel	Begins Yr 1: 01/15 and is ongoing	07/17
			E). Offer after school programs and provide a monthly family engagement activity	Begins Yr 1: 09/14 and is ongoing	05/17
		2. Provide ongoing mechanisms for community engagement	A). Collaborate with business and community members through joint activities in the neighborhood	Begins Yr 1: 03/15 and is ongoing	07/17
			B). Offer campus-wide volunteer opportunities to both parents and community stakeholders	Begins Yr 1: 10/14 and is ongoing	05/17
			C). Develop and expand Adopt-A-School partnerships with local businesses	Begins Yr 1: 03/15 and is ongoing	07/17

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A). Provide training and coaching to classroom teachers via external consultants • Provide consultants to train teachers in the area of data interpretation • Provide monthly follow-up meetings via Skype to address any issues, questions and/or concerns • Provide consultants to train teachers in how to consistently implement the student management system	Begins Yr 1: 10/14 and is ongoing	07/17
			B). Support K thru 2nd grade teachers by hiring a Social/Behavior teacher to address the most at-risk and critical social/behavioral issues	Yr 1: 08/14	09/14
			C). Hire a Response to Intervention Coordinator to focus specifically on supporting teachers' instruction to struggling students	Yr 1: 08/14	09/14
			D). Coordinate with the District's Technology Department to ensure technology upgrades are supported	Begins Yr 1: 09/14 and is ongoing	07/17
			E). DCSI, PSP and Principal will hold regular meetings to address campus goals, progress towards those goals and newly identified areas of need	Begins Yr 1: 09/14 and is ongoing	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A). Provide teachers with the technology to access current data to assist in decisions regarding instructional direction in the classroom	Begins Yr 1: 01/15 and is ongoing	07/17
			B). Conduct training on how to use *Eduphoria!* PDAS • Teacher can access information on observations and walk-throughs • Teachers can respond, ask questions, and/or refute the observer's comments	Begins Yr 1: 08/14 and is ongoing	06/17
			C). Inform teachers of evaluation methods and timeframes in advance; document communication	Begins Yr 1: 08/14 and is ongoing	06/17
			D). Post current information in the Data Room	Begins Yr 1: 09/14 and is ongoing	06/17
			E). Develop a classroom observation tool to: • Evaluate instruction • Provide feedback • Address professional development needs	Yr 1: 10/14	11/14

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A). Identify Master Teachers to serve in a role of increased responsibility - Provide financial incentive - Prove additional opportunities for professional development	Begins Yr 1: 09/14 and is ongoing	07/17
			B). Use data related to student achievement and academic improvement to track teacher growth, development and effectiveness in the classroom	Begins Yr 1: 12/14 and is ongoing	07/17
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A). Contract with ESC to provide monthly PD in the specific areas of Reading and Math	Begins Yr 1: 09/14 monthly during school	05/17
			B). Offer additional PD in the summer to ensure teachers' intervention strategies are aligned with the school's instructional program	Begins Yr 1: 06/15 and continues each summer	07/17
			C). Provide staff with technology training for: - Understanding electronic tablet capabilities - Learning how to research and explore new applications	Yr 1: 02/14	04/14

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A). Identify Master Teachers and provide opportunity for • Professional growth • Increased pay to compensate for increased responsibilities • Opportunities for coaching other teachers	Begins Yr 1: 09/14 and is ongoing	07/17
			B). Offer extra duty pay for teachers attending: • Off campus training • Summer training	Begins Yr 1: 09/14 and is ongoing	07/17
			C). Equip teachers with current technology (electronic tablets) enabling them to have more flexible working conditions	Year 1: 10/14	12/14

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco Independent School District (WISD) has the capacity to provide adequate resources and related support to J. H. Hines Elementary (J. H. Hines) in order to implement the required activities of the *Transformation* intervention model.

The district has taken the following steps to make this determination:

> **Financial Stability:** WISD has reviewed the financial stability of J. H. Hines and identified funding from the following sources are dedicated specifically to the campus:
> - ✓ Title I
> - ✓ State Compensatory funds
> - ✓ Local funds from tax revenues
> - ✓ State funds based upon Average Daily Attendance
>
> WISD remains committed to ensuring J. H. Hines receives all eligible state and local funds that would be allocated to the campus in the absence of school improvement funds and ensures that those funds are appropriately aligned with the interventions outlined in this grant.

> **Administrative Support:** District administration has assessed the level of support for J. H. Hines and determined the campus has full access to the following departments on an ongoing basis:
> - ✓ Business & Support Services, Human Resources, Communication/Community Partnerships, Technology, Grants Management t, Child Nutrition Services, Facilities & Maintenance, District Police
> - ✓ Student Services: Attendance, Truancy, Drop-Out, PEIMS, Counseling
> - ✓ Curriculum and Instruction, Fine Arts, English Language Learners, Special Education, and Advanced Academics
>
> Additionally, the J. H. Hines campus has the support of both the District Coordinator of School Improvement (DCSI) and a Professional Service Provider (PSP) who meet regularly with school administrators, review data and create strategies for achieving goals.

> **Leadership Effectiveness and Teacher Quality:** WISD identified multiple systems currently in place that support leadership effectiveness and improve teacher quality.
> - ✓ New Teacher Mentor Program
> - ✓ Monthly Principal/Executive Director meetings
> - ✓ Weekly campus staff meetings
> - ✓ Ongoing classroom observations, walk-thru and evaluations
> - ✓ Regularly scheduled professional development opportunities
> - ✓ Consistent review/evaluation of staff recruitment and retention policies and procedures

> **Student-to-Teacher Ratio:** In a district of almost 15,000 students, J. H. Hines is home to 526 students K-5 and is staffed by 31 professional, degreed teachers. The student-to-teacher ratio is 17:1, sufficiently below the state requirement of 20:1 (TEC Sec 25.111). Thus the district has determined J. H. Hines is situated to effectively support the grant activities.

After a thorough assessment, WISD has determined a strong foundation is in place within the district and on campus to fully support the J. H. Hines' *Transformation* intervention model. The school staff, teachers and leadership is primed and wholeheartedly ready to take the necessary steps to move forward and address the issues preventing J. H. Hines from exiting Priority School status.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Part 4: Pre-Implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD/J. H. Hines Elementary will not incur any Pre-Award costs.

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Schedule #18—Equitable Access and Participation	
County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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